

Chapter 17

Educational Travel Abroad



"The world is a book, and those who do not travel read only a page."

Saint Augustine

This chapter helps international education administrators plan international trips that maximize learning and minimize risk. It outlines some best practices that all travellers should abide by. It also highlights best practices for educators who are travelling with minors.

What Is Educational Travel?

Trips that are organized by Alberta school authorities should be educational trips. In contrast to vacations, which aim to entertain, educational travel challenges participants to observe, hypothesize, inquire, reflect and, ultimately, learn.

We learn 10 percent of what we read, 20 percent of what we hear ... and 80 percent of what we experience.

William Glassner

Why Is It Important?

When we travel, our expectations of our destination are influenced by what we see on television, read in books, newspapers or on the Internet, and what we hear from others. However, such images and information rarely capture the complexity associated with place and culture. International education programs that involve travel encourage participants to develop more sophisticated understandings of other countries and cultures by experiencing them in authentic ways. They also provide participants with a better understanding of the broader global context, highlighting issues that other regions of the world face and issues that we collectively face as a planet.

Where Do I Start?

Educational travel provides students with the unique opportunity to learn *in situ*. This kind of learning provides wonderful opportunities; it also presents unique challenges.

A proviso ...

The risk management information in this chapter is meant to complement the advice of school authorities' legal or risk-management departments. School authorities should seek the advice of these qualified professionals and integrate existing risk-management protocols into their travel planning.



Planning for Learning

The prospect of travelling abroad—of seeing a new place, smelling new smells, tasting new foods and speaking another language—is often intriguing and exciting, and, as with any new experience, it is certain to be a learning experience. For example, students who have never tasted pizza from Italy are sure to learn that pizza there is quite different from North American pizza. But how do we deepen the learning that takes place during international travel so that it is about more than the stimulation of the senses? We plan first and foremost for the educational component of travel.

Defining the Educational Goals of Travel

In *Travel That Can Change Your Life: How to Create a Transformative Experience*, Jeffrey Kottler argues that learning and realization through travel does not happen by accident. It is not sufficient to simply go there and see what happens.¹ Rather, we have to create conditions that are conducive to learning and reflection. The following questions may assist you in defining the educational goals of the trip and in creating conditions necessary for learning.

- Why do you want to take/send students abroad? What are you hoping they will gain from travelling internationally?
- What can they learn about the topic or subject area while in Canada? What can they only learn while abroad? What value does the travel component add?
- What will learning abroad look like?
 - What activities will encourage and support learning? How do these activities link to the Alberta programs of study?
 - How might the overseas location make learning more challenging? How might these challenges be overcome?
- How will you know if learning is taking place? What measures might you use?



A Case Study

A teacher would like to take her students to France to see some of the places that they learn about in senior high school social studies; e.g., Vimy Ridge, Passchendaele, Verdun, the Maginot Line, the Palace of Versailles in Paris, and the European Parliament in Strasbourg.

After initial conversations with her administrator and school authority representatives, she is asked to prepare a proposal that covers the questions listed above. A summary of her proposal is provided below:

1. Why do you want to take/send students abroad? What are you hoping they will gain from travelling internationally?

I would like students to witness how nationalism and internationalism have shaped a nation other than Canada. France is arguably the birthplace of nationalism; it is also a member of the European Union. As such, it is an ideal place for students to explore these two topics. A trip to France would provide students with the opportunity to observe the historical and present-day impact of nationalism and internationalism upon French society. Students will be asked to consider if the French experience of nationalism and internationalism is the same as the Canadian experience. They will also be asked to suggest why there may be differences.

I am hoping that by travelling to France students will:

- understand the role that nationalist and internationalist forces have had in shaping France and Canada
- explain why the influence of nationalism or internationalism might be the same or different in the two countries
- internalize the significance of the places they visit and be able to apply historical lessons to present-day society.

2. What can they learn about the topic or subject area while in Canada? What can they only learn while abroad? What value does the travel component add?

In Alberta, students will learn about the concepts of nationalism and internationalism. They will also become familiar with historical and contemporary examples of each. Before the trip, students will be asked to conduct additional research on the places that we will be visiting. The trip abroad will enhance and extend the learning that took place in the classroom. Throughout the trip, students will be asked to identify symbols and influences of nationalism and internationalism.

3. What will learning abroad look like? What activities will encourage and support learning? How do these activities link to the Alberta programs of study? How might the overseas location make learning more challenging? How might these challenges be overcome?

Students will be assigned to research specific sites before departure. At each site, one group will give a short presentation on their research findings. Students will be asked to record, in a field notebook or journal, their observations and thoughts on nationalism and internationalism in France and Canada. They will be asked to draw upon these notes to complete a comparative post-trip assignment (see below).

Possible challenges for overseas learning include:

- students may struggle to adapt to the learning environment, new culture, new food and jet lag that may all affect student focus
- a lack of classroom structure may result in students taking learning less seriously
- unanticipated delays or circumstances may demand teacher attention.

I will mitigate these distractions by selecting students who have demonstrated interest in the subject matter and are committed to doing pre-trip research; establishing expectations and consequences for misbehaviour at the beginning of the trip; providing students with an introduction to cultural adaptation; ensuring an appropriate chaperone-to-student ratio; and being flexible and utilizing delays or unanticipated circumstances as “teachable moments.”

4. How will you know if learning is taking place? What measures might you use?

Group presentations will be graded. Participation in group discussions will be noted and field notebooks/ journals will be checked halfway through the trip. Upon return to Alberta, students will be expected to do a comparative assignment illustrating their knowledge of course concepts as they relate to France and Canada.



Trip organizers may choose to review Chapter 7: Curriculum Links to see where international and intercultural content is explicit and/or for ideas on how global themes may be infused into curriculum. They may also refer to Chapter 11: Student Exchange Programs for more information on academic preparation before travel.

If a trip organizer is considering travelling to a “developing” country, it is strongly recommended that he or she seeks the advice of an agency or organization that is experienced in taking youth to that destination country. For a list of agencies and organizations that may be able to offer advice, see Chapter 18: Support Organizations and What They Offer.

Selecting and Researching a Destination

In many cases, the educational goals of a trip dictate its destination. However, trip organizers are sometimes able to choose from a variety of destinations. For example, a trip that aims to provide students with an opportunity to speak Spanish with native speakers has a number of potential destinations.

When selecting a destination, consider the following.

- Is it safe to travel to the destination country? Is the country politically stable? Are there any major threats to personal health?
- When would it be appropriate to travel to the destination? When is the weather suitable for the activities that you will be conducting abroad? What national or cultural holidays or observances might make travel challenging?
- What on-the-ground support is available while students are abroad? Does the school or school authority have a partner in the country? Is a Canadian embassy or consulate located there?

The following list of resources will help you answer questions like these and to research your destination country.

- The Department of Foreign Affairs and International Trade (DFAIT) Canada is the primary source of information for Canadian travellers. Its Web site (<http://www.voyage.gc.ca>) is a one-stop-shop for everything you need to know before, during and after you travel. It contains country profiles on almost every country in the world, posts travel advisories warning Canadians when it is not safe to travel to a particular country, and contains a variety of travel resources, many of which are mentioned later in this chapter.
- Travel guides, such as *The Lonely Planet*, *Frommer’s Travel Guide* or *Fodor’s Travel Guide*, contain in-depth information on a wide range of countries and regions. New versions of these guides are published periodically. Ensure you access the most recent version.
- The destination country’s official tourism Web site may provide important information for visitors.
- Chapter 6: Cultural Considerations identifies resources that provide culture-specific information.

Developing Trip Plans and Assessing Risk

Trip plans should revolve around the learning goals identified above, although additional excursions may also be included. A detailed trip plan should outline the timeline of the trip—from departure until the return to

TIP: Take care not to over schedule. Give students time to recover from jet lag and to appreciate the places they are visiting. A general rule of thumb is to spend one night in your destination for every four hours of travel it took to get there.

Alberta. It should answer the “who, what, where, when, why and how” of the trip and provide students and parents with an idea of what to expect if they elect to participate.

Although international trips do not always go according to schedule, it is still important to have a detailed trip plan, as it helps organizers imagine the trip in greater detail and identify possible risks. It may also be

worthwhile to consult with any school authority emergency plans that could affect the trip; e.g., cancellation or repatriation policies.

The following resource may help you assess and mitigate risk:

- Ray S. Leki. *Travel Wise: How to Be Safe, Savvy and Secure Abroad*. Boston, MA: Intercultural Press, 2008.

TIP: Group travel is inevitably slower than individual travel. When researching possible flight itineraries, allow more time than usual to make flight connections or go through customs.

Managing Program Logistics

Planning an international trip (particularly one that involves young people) is a lot of work. To minimize some of the burden, some educators collaborate with private or nonprofit organizations like the Rendez-vous Educational Tours (part of the Society for Educational Visits and Exchanges in Canada, SEVEC). Before agreeing to work with an external organization, educators and/or school authorities should consider:²

- how long the organization has been in business and how long it has been running youth-related trips
- whether the organization has liability insurance and is legally bonded
- whether the organization’s risk management plan aligns with school authority policies
- what financial safeguards are in place to protect customers
- what previous clients of the organization have to say about its service.

TIP: In cases where students wish to divert from the group flight schedule, have the student’s parent/guardian sign a waiver indicating that they understand the risks associated with travelling alone and permit their son or daughter to do so. A sample waiver is included in Appendix I: Educational Travel Abroad. Parents also should be directed to DFAIT’s “Children and Travel” Web page at http://www.voyage.gc.ca/preparation/information/children_enfants-eng.asp for information on minors flying alone.

The following information, as well as the sections listed at the end of the chapter, are meant to assist educators who choose to organize international trips themselves.

Advertising

There are a variety of ways to promote an international trip; for example:

- advertising in school newspapers and/or on school Web sites
- mentioning the trip in morning announcements
- presenting in targeted classes
- holding parent and student information sessions.

Additional ideas are listed in the program handbooks for liaison teachers, available online at <http://www.education.alberta.ca/students/internationaleducation/studentexchange/studentlanguage/liaisonteachers.aspx>.

Funding

Funding for educational travel comes from a variety of sources. Students often fundraise for the trip; however, in some cases, grant money may also be available. Information on funding can be found in Chapter 8: Funding.

Selecting Chaperones

As part of a school authority's duty of care, chaperones should travel with students under the age of 18 to oversee their health and safety throughout the trip. When selecting travel chaperones, consider the following.

- The proposed chaperone's:
 - previous international travel experience
 - familiarity with the host country and culture
 - understanding of the cultural adaptation process
 - experience supervising youth
 - background in first aid
 - background in the trip's subject matter.
- The size of travel group – The recommended ratio of students to chaperone ranges from 12:1 to 6:1, depending on a number of factors including the age of students travelling, the complexity of the travel itinerary, the type of travel activities, and the duration of the trip. Local school authority policies on field trips may also help to establish an appropriate students to chaperone ratio.

Chaperones should be well-briefed on their responsibilities and what to do when unexpected circumstances or emergencies arise.

Offering Orientations

Students who are engaging in education travel need to be prepared for what they may experience while abroad, chaperones need to be briefed on their responsibilities, and parents need to be provided with itineraries and contact information. Orientation sessions give you an opportunity to present trip information, outline expected behaviour, answer questions and otherwise prepare participants for international travel. General orientation sessions often include the following topics.

- Trip logistics; i.e., flight itinerary, accommodation arrangements, contact information while in the host country, daily activities.
- Travel documents; i.e., passports, visas, parental permission forms and copies of consent letters (see Managing Travel Logistics on page 257).
- Host country information; e.g., culture-specific information, information on climate.
- Culture and culture adaptation; see Chapter 6: Cultural Considerations.
- What to pack; e.g., keeping in mind learning activities, culturally appropriate dress, airline baggage restrictions.
- Travel and health safety (see Managing Travel Logistics on page 257).
- Emergency contact information.
- Expectations of behaviour and consequences of misbehaviour.

Because there is a lot of information to cover in a general orientation, organizers often elect to hold more than one orientation session and provide students, parents and chaperones with a handbook or package of information that they can refer to at a later date. A sample package of information can be found in Appendix I: Educational Travel Abroad.

Specialized orientations may also need to be held for chaperones to ensure they receive information on:

- student health conditions and/or dietary restrictions
- risk-management protocols, including how chaperones will work together to manage the group
- crisis-management protocols, including what to do if a student goes missing, loses his or her passport and/or becomes ill.

Chaperone orientations also provide an opportunity for chaperones to get to know one another.

Managing Travel Logistics

The key to travelling safely and with relative ease is to think ahead. *Bon Voyage, But ...* was developed by the Government of Canada to provide Canadian travellers with critical information on a variety of travel-related topics. Some topics covered in *Bon Voyage, But ...* are:

- what consular services are available to Canadians abroad
- how to obtain a passport
- when you may need a visa and how to obtain one
- why and how to register with a Canadian consulate while abroad
- information for Canadian travellers with dual citizenship
- information for travellers with disabilities
- how to protect your health while abroad; e.g., where to get vaccinations, how to pack medications, what to ask when you're purchasing supplemental health insurance
- driving in another country
- obtaining local currency and accessing money while abroad
- taxation
- customs.

Highlights from *Bon Voyage, But ...* and other Government of Canada print and Web publications are listed below for your convenience. However, it is strongly recommended that travellers consult with the *Bon Voyage, But ...* publication before venturing abroad. *Bon Voyage, But ...* may be downloaded for free from <http://www.voyage.gc.ca>. A complimentary print copy has also been included in Appendix I: Educational Travel Abroad.

Consular Services

Before you leave Canada, familiarize yourself with the services that Canadian government offices abroad can provide for Canadian travellers. Visit DFAIT's "Who We Are and What We Do" Web page at http://www.voyage.gc.ca/about_a-propos/role-eng.asp#1 for more information.



Many students who participate in school trips are travelling abroad and carrying a passport for the first time. Here are some tips that you can share with them about keeping a passport safe.

- Make photocopies of the identification page of your passport. Leave one at home and keep the other in a separate location from the original.
- The safest way to carry a passport is in a money belt that is worn inconspicuously beneath your clothing. Refrain from opening your money belt in a public place.
- Keep your passport on your person at all times. Do not leave it in a hotel room unless there is a reliable safe in the room.



DFAIT recommends that Canadians travelling or living abroad register with a Canadian embassy/consulate in the host country. This allows the Canadian offices to track and assist Canadians during a natural disaster or civil unrest, or inform travellers of a family emergency back home. Travellers can register online with a Canadian office abroad prior to departure by visiting DFAIT's Web site at <http://www.voyage.gc.ca>.

Passports

Canadian citizens are required to carry a valid passport when travelling outside of the country. A passport is the only legal form of identification that is accepted worldwide. To apply for a passport, visit Passport Canada at <http://www.ppt.gc.ca>.

Some countries require that your passport is valid for six months beyond your date of entry. If your passport is due to expire within six months of your departure from Canada, visit DFAIT's "Travel Reports and Warnings" Web page at http://www.voyage.gc.ca/countries_pays/menu-eng.asp to see if the six-month rule applies to your destination.

Travellers should also consider the passport tips suggested by Passport Canada at <http://www.pptc.gc.ca/planification/index.aspx?lang=eng> and the Department of Foreign Affairs and International Trade Canada at http://www.voyage.gc.ca/preparation_information/passport_passeport-eng.asp. Permanent residents (immigrants living in Canada who are not yet Canadian citizens) are not eligible for a Canadian passport. If they are travelling outside of the country, they are required to hold a valid Permanent Resident Card to re-enter Canada. If a Permanent Resident Card expires during an international trip, the traveller may be denied entry to Canada. Further information on the Permanent Resident Card can be found at Citizenship and Immigration Canada's Web site at <http://www.cic.gc.ca/english/information/pr-card/index.asp>.

Visas

A traveller may require a visa to enter and/or remain in their destination country. A visa is an official document, usually placed in a passport. The type of visa issued relates to the purpose of the individual's trip. Study, work and tourist visas are the most commonly issued visas. Travellers are advised to contact the appropriate foreign embassy/consulate or their travel agent to inquire if a visa is required for their host country. DFAIT's "Canadian Representatives Abroad" Web page at <http://w01.international.gc.ca/cra-rce/index.aspx?lang=eng> identifies Canadian embassies and consulates abroad. These embassies and consulates usually have Web pages to advise Canadian travellers on possible visa requirements.

If you must send your passport to a foreign embassy or consulate to get a visa, send it by registered mail or courier so that you are able to track its progress. You may also be required to include a self-addressed courier envelope with your passport so that the foreign embassy or consulate can securely send your passport and visa back to you.

If a visa is required, it is advised to apply for one well in advance. Visa application requirements and processing times vary from country-to-country. For example, a visitor's visa to China can take up to four weeks to process while a visitor's visa to Korea can take up to two weeks plus shipping time.

Consent Letters

When travelling without their parents, students of minor age must carry individual consent letters with them. A consent letter grants them parental permission to travel and identifies who is responsible for them throughout the trip. Carrying consent letters helps to avoid delays at immigration by assuring immigration officers that chaperones are transporting minors legally and in good faith. It is also a good idea to notarize the letters so that the validity of the documents will not be questioned. Further information about paperwork required for travelling with minors can be found in *Bon Voyage, But ...*. A sample consent letter can be found on the DFAIT Web site at <http://www.voyage.gc.ca/alt/letter.asp>. A copy of this letter has been included in Appendix I: Educational Travel Abroad.

Health Considerations

Being healthy throughout a trip is a key aspect of a smooth voyage. Travellers are advised to research and acquire health-related items, such as health insurance plans, medication and immunization, prior to reaching their destination. Travellers should carry documentation of their health insurance plans, immunization and prescriptions (e.g., medication) with them on their journey. A copy of these documents should also be left with a relative or friend in Canada in case any of these documents are lost, misplaced or stolen.

- **Health Insurance**

Because the cost of health care services overseas is often much higher than in Canada, it is recommended that travellers purchase additional travel health insurance. Solely carrying the Alberta Health Care Insurance Plan (AHCIP) is not enough to cover full health care costs abroad.

If you have extended health benefits through an external health insurance provider, such as Blue Cross, make sure you understand what it covers and what it does not cover (a helpful guide can be found on pages 7 and 8 from *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad*; see next page). In some cases, extended health insurance is insufficient and additional travel health insurance must be purchased.

DFAIT's *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad* contains some sound advice on purchasing travel health insurance and how to protect your health while abroad. A complimentary copy is provided in Appendix I: Educational Travel Abroad. It can be downloaded from DFAIT's "Publications" Web page at <http://www.voyage.gc.ca/publications/menu-eng.asp#3>.

- Medication

When packing medication for travel:

- keep all medication in its original container to avoid problems at customs
- take sufficient medication for the duration of the trip
- make sure your medication is legal in the host country (e.g., some medicines that are legal in Canada are not legal elsewhere); contact a Canadian embassy or consulate in the host country or region for more information. Embassies and consulates are listed on DFAIT's "Canadian Representatives Abroad" Web page at <http://w01.international.gc.ca/cra-rce/index.aspx?lang=eng>)
- for prescription medications:
 - carry a copy of the prescription and leave a copy with a family member or friend in Canada
 - carry a note from the doctor explaining health condition(s) and information on the medication prescribed
 - carry a list of the medication's generic and trade names (different countries may have different trade names for the same drug)
 - carry a medical certificate for syringes; e.g., needles for diabetes.

Keep a record of your immunizations so that you know when they expire or when a booster shot is needed.

- Immunization

Talk to your doctor or visit a travel clinic to determine whether you will need immunizations for your trip. Plan at least six to eight weeks in advance for any needed immunizations as some vaccinations can require multiple dosages. Travellers can receive immunizations for travel and vaccine recommendations at travel health clinics.



The Public Health Agency of Canada contains a list of all travel health clinics in Canada. You can access the travel health clinics at <http://www.phac-aspc.gc.ca/tmp-pmv/travel/clinic-eng.php>. Alberta Health Services has information on the vaccines that traveller's may require when travelling abroad. Visit the Traveller's Health Web page at <http://www.capitalhealth.ca/EspeciallyFor/TravellersHealth/default.htm> for more information.

Monetary Considerations

When travelling abroad, it is recommended that travellers take a variety of payment methods. The most common are the following.

- Cash – It is a good idea to have some local currency when you arrive at your destination; however, avoid carrying large amounts of cash on your person while travelling. If it cannot be avoided, put your cash in a money belt and wear it beneath your clothes either around the waist or the neck. Local currency can be purchased either through your bank or a currency converter.
- Credit Cards – Visa and Mastercard are the most accepted credit cards around the world. Travellers should check with their financial institution to see if they will be charged any additional fees if they use their credit card abroad.
- Debit Cards – Many travellers use their debit cards at ATM machines and shops around the world. It is recommended that travellers have a 4 digit PIN number for their bank card, as this is the most widely used PIN number length. ATM machines will generally work with bank cards that have matching symbols; i.e., Interac, PLUS, Cirrus. Symbols are displayed on the back of a bank card and on the front of an ATM machine. Be sure to consult with your bank to see if there are additional charges levied if you use your debit card internationally.
- Visa TravelMoney Cards – Visa TravelMoney cards are a blend of credit and debit cards. They are prepaid cards that can be used as a credit card for purchases and to withdraw cash from Visa ATM machines. The monetary value of the card can be recharged on a continuous basis and is ideal for students who are travelling abroad as parents/guardians can recharge their account from home. These cards can be purchased from most Alberta Motor Association (AMA) offices located across the province. For information, visit the AMA's Web site at http://www.ama.ab.ca/cps/rde/xchg/ama/web/travel_Currency.htm#Visa_Travel_Money.

If you plan on using your credit card overseas, it is a good idea to call your credit card company before you leave and tell them where you are going, when you are leaving and when you are returning to Canada. If such notice is not given and you attempt to purchase goods in another country, the credit card company may assume the card has been stolen and freeze the account.



Travel Insurance

In addition to health insurance, travellers may choose to purchase trip interruption, trip cancellation and/or baggage insurance. These policies cover travel expenses in the event that a flight is delayed, a trip must be cancelled or baggage is delayed or lost. Travel insurance can be purchased through travel agents, credit card providers or banks.

If you wish to buy trip cancellation insurance from a travel agency, you often have to buy it at the same time as (or immediately after) you purchase your airline ticket.

International Driving Permit (IDP)

If you are planning to drive in another country (except the United States), it is recommended that you obtain an International Driving Permit (IDP). “The IDP is a special license that allows motorists to drive internationally, when accompanied by a valid driver’s license from their country.”³ Motorists can obtain an IDP from the Canadian Automobile Association (CAA) offices. For information on the IDP application process and nearest CAA office, visit the CAA Web site at <http://www.caa.ca/travel/travel-permits-e.cfm>.

The CAA recommends that motorists obtaining an IDP should familiarize themselves with the host country’s traffic rules and regulations prior to driving there. They should check with their insurance company to see if they are insured to drive in another country. If not, they may need to purchase additional insurance from a car rental agency.

A traveller’s checklist, which includes these and other logistical considerations, is provided in Appendix I: Educational Travel Abroad. This checklist can also be downloaded from the Department of Foreign Affairs and International Trade (DFAIT) Canada at http://www.voyage.gc.ca/preparation_information/checklist_sommaire-eng.asp.

During the Trip

During an international trip, students should be encouraged to notice the differences and similarities between Alberta and this new place. These observations should be documented. For example, participating students may be required to keep a journal, update an online blog, take photos, maintain field notebooks or complete worksheets. Examples of onsite learning activities are included in Appendix I: Educational Travel Abroad. Students that document their wonderings and discoveries are more cognizant of how much they are learning and are better equipped to reflect upon their learning when they return home. To guide student reflection while abroad, trip organizers may also hold mini-debrief sessions where students can discuss what they saw or did each day.

“Our journey is over and we return home. But things seem to have changed. We are larger, somehow, from our travels and we see farther.”

Dispenza 2002

Returning Home

It is strongly recommended that trip organizers conduct a debrief session with students after they return home. The purpose of a debrief session is to ask students probing questions to get them to think a little deeper about their overseas experience. What did they like? What didn't they like? What was frustrating? What was surprising?

Gibbs Reflective Cycle at http://www2.hud.ac.uk/staffsupport/lqsu_files/Gibbs_Reflective_Cycle.pdf is one way to structure a debrief session.

To extend the learning that occurred while abroad, organizers should also ask students to complete a final, capstone assignment upon their return home. Capstone assignments are the culmination of student learning. They challenge students to digest their experiences and to apply the knowledge they gained while abroad. In the case of annual trips, capstone assignments may tie into the promotion of next year's trip. For example, students may present their learning to future participants or to the school authority's Board of Trustees.

Once the trip is complete (i.e., the trip abroad and the follow-up activities and assignments have concluded), organizers should evaluate it to determine what worked well and what they would change if they were to do it again. These best practices and lessons learned are ideally captured in a report that can be shared with other educators in the school and throughout the school authority.

Example of a Capstone Assignment

Using their journals, photos and e-mails while away as their textbooks, students are asked to respond to a series of long-answer questions that revolve around curricular and intercultural content. They may conduct supplementary research, if necessary, but are encouraged to base their responses on personal experiences and observations.

You may find the following sections in this handbook helpful:

- Chapter 6: Cultural Considerations
- Chapter 7: Curriculum Links
- Chapter 11: Student Exchange Programs
- Appendix I:
 - *Bon Voyage, But ...*
 - *Well on Your Way: A Canadian's Guide to Healthy Travel Abroad*
 - Traveller's Checklist
 - Sample Waiver for Travel Diversions
 - Parental Consent Letter
 - Sample Trip Package

Endnotes

1. Jeffrey A. Kottler, *Travel That Can Change Your Life: How to Create a Transformative Experience*, 1st ed. (San Francisco, CA: Jossey-Bass Inc., 1997).
2. Student and Youth Travel Association, *Travel Safety Tips*, http://www.syta.org/fileadmin/editor_upload/pdf/safetytipsproof6-07.pdf (Accessed August 5, 2010).
3. Canadian Automobile Association, "International Driving Permit," <http://www.caa.ca/travel/travel-permits-e.cfm> (Accessed August 5, 2010).

